



SC Annual School Report Card Summary

Gordon Elementary School
Dillon 4

Grades: 4-5

Enrollment: 536

Principal: Famon V. Whitfield, III

Superintendent: D. Ray Rogers

Board Chair: Fitzgerald Lytch

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Below Average	TBD	TBD	A	Reward
2012	Average	Average	N/A	Silver	B	Reward
2011	Below Average	Below Average	N/A	N/A	Not Met	N/A

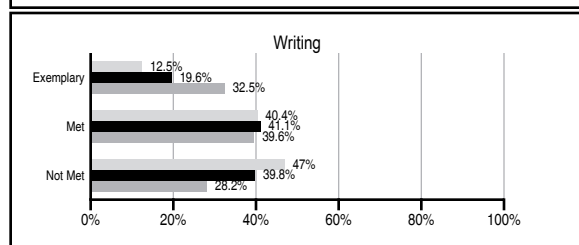
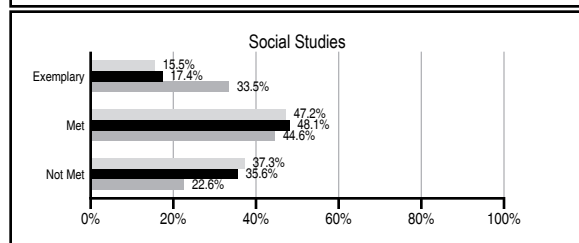
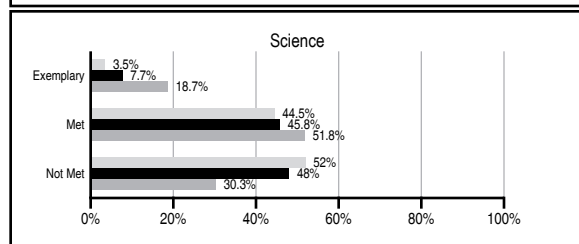
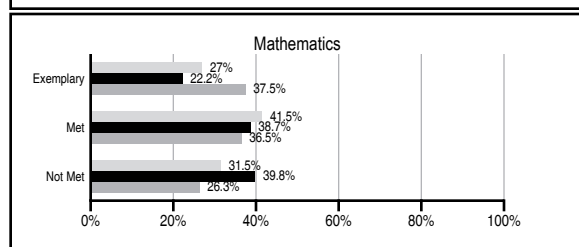
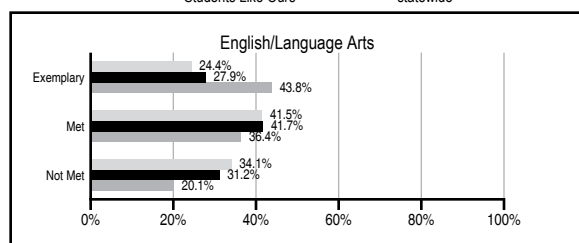
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	12	93	45	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

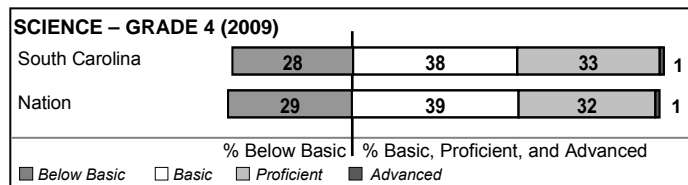
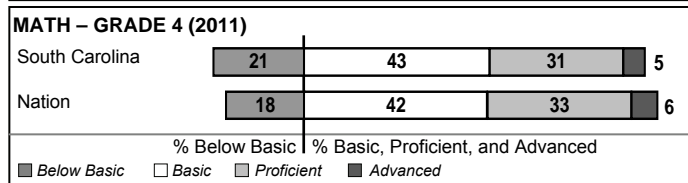
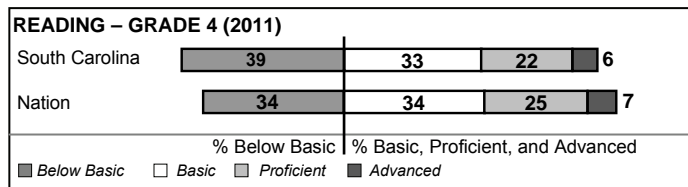
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Gordon Elementary School [Dillon 4]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=536)				
Retention rate	3.2%	Up from 0.9%	1.1%	0.9%
Attendance rate	96.5%	Up from 96.4%	95.9%	96.3%
Served by gifted and talented program	5.5%	N/A	2.6%	7.2%
With disabilities	6.5%	N/A	13.4%	12.4%
Older than usual for grade	11.3%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	37.9%	Down from 47.6%	60.0%	62.5%
Continuing contract teachers	62.1%	Down from 78.6%	75.9%	83.3%
Teachers returning from previous year	70.6%	Down from 82.4%	84.6%	88.3%
Teacher attendance rate	93.4%	No Change	94.9%	95.0%
Average teacher salary*	\$39,679	Down 4.1%	\$46,124	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	0.7 days	No Change	10.3 days	11.0 days
School				
Principal's years at school	1.0	Down from 2.0	3.5	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 20.3 to 1	18.0 to 1	20.1 to 1
Prime instructional time	89.4%	No Change	89.6%	90.0%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Up from 96.9%	100.0%	100.0%
Character development program	Below Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$4,919	Up 2.3%	\$8,291	\$7,364
Percent of expenditures for instruction**	69.0%	Up from 68.2%	67.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Up from 61.8%	64.0%	66.0%
ESEA composite index score	92.3	Up from 89.7	71.7	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	29	234	129
Percent satisfied with learning environment	93.1%	88%	80.6%
Percent satisfied with social and physical environment	96.5%	79.2%	80.8%
Percent satisfied with school-home relations	79.3%	78%	79.2%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gordon Elementary School is a Title 1 School located in Dillon, SC and serves approximately 525 students in grades four and five. It is our collective goal at Gordon Elementary to carry out the mission of ensuring that all students become responsible citizens by providing a safe and secure learning environment where students, staff, family and community work together. During the 2012 – 2013 school year, Gordon Elementary received a Palmetto Silver Award for “Closing the Achievement Gap”.

At Gordon we understand how fundamentally important reading is to student achievement in all academic areas and our test data shows that reading is an area of need for students at Gordon Elementary. Therefore, during the 2012 – 2013 school year, we continued a school-wide implementation of Balanced Literacy. This is a comprehensive literacy program that includes components of reading, writing and opportunities to respond critically and thoughtfully to texts and learning. Instructing, demonstrating, discussing, coaching, and discovering are all crucial elements of this model (Routman, 2000). Research shows that one of the most effective ways to improve students' reading ability is to increase the amount of time children spend reading because, “Whoever's doing the reading, writing, and talking is doing the thinking and learning” (Tovani, C.). To accomplish this goal and implement the Balanced Literacy approach with fidelity, students were provided at least 120 minutes of uninterrupted instruction in Reading and Writing every day. Each student at Gordon Elementary was individually assessed using the Fountas and Pinell Benchmark Assessment System to determine their reading levels and areas of need. Classroom libraries were outfitted with at least 300 new books to match students' reading levels and interests. Independent Reading for 30 minutes daily was implemented along with individual conferencing. We are a part of the Literacy Matters Project, which focuses on High Progress Literacy Classrooms. Another initiative started at Gordon Elementary was Balanced Math, which is similar to the structure of Balanced Literacy. The instructional model of Balanced Math includes instructing, demonstrating, discussing, coaching and discovering. Students were provided 90 minutes of uninterrupted instruction every day. Teachers also implemented Math “TWEETS” (Time for Written Expression Examples and Transfer) into their daily math instruction. Teachers were provided with professional development monthly and met weekly in grade level teams to review data from common assessments and benchmarks using the South Carolina S³ Curriculum to guide instruction.

Gordon utilizes an integrated, standards-based curriculum that emphasizes technology. Technology resources used to engage students include a portable wireless lab, software programs, Internet resources, computer lab activities, Promethean Boards, ActivExpressions and streamline videos. Other programs include two computer labs, music, and physical education. Gordon's Family Night SLAM met three times this year with parents attending sessions to learn more about the expectations for their children. At Gordon, our parents and community are involved in PTO and School Improvement Council. Volunteers can be found helping with our Lunch Buddy Program, while serving as tutors and mentors and reading to classes. Gordon offers a variety of opportunities for our students by having after-school clubs. These clubs include Art, Sports, Drama, Games, Technology, Science, Chorus, and Spanish. Student recognition programs at Gordon include Terrific Trojans, Good News Cards, Honor Roll,

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status